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ABSTRACT

This guide is intended for use in conducting a reading lab for a broad group of workers ranging from nonreaders to persons reading at a fifth-grade level. Presented first is a course overview that includes the following: information on the course's targeted population, student selection process, and demographics; strategies for adult remediation; diagnostic and instructional materials used; methods used; results of the lab's past use; and comments made by students after completing the course. The remainder of the guide consists of 2 word games and 30 exercises on the following topics: pronunciation rules (pronunciation and spelling, vowel sounds, spelling rules, vowel combination, and dictation); homonyms; complete sentences; basic spelling rules (doubling consonants and words ending in "y"); verbs (regular verbs, subject and verb agreement, plural forms of nouns, irregular verbs, verb tenses, and expressions of time); paragraphs and paragraph writing; and pronouns. (MN)

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ED 368 978

Reading Lab

Reading Lab

MERCER COUNTY COMMUNITY COLLEGE

TRENTON • NEW JERSEY

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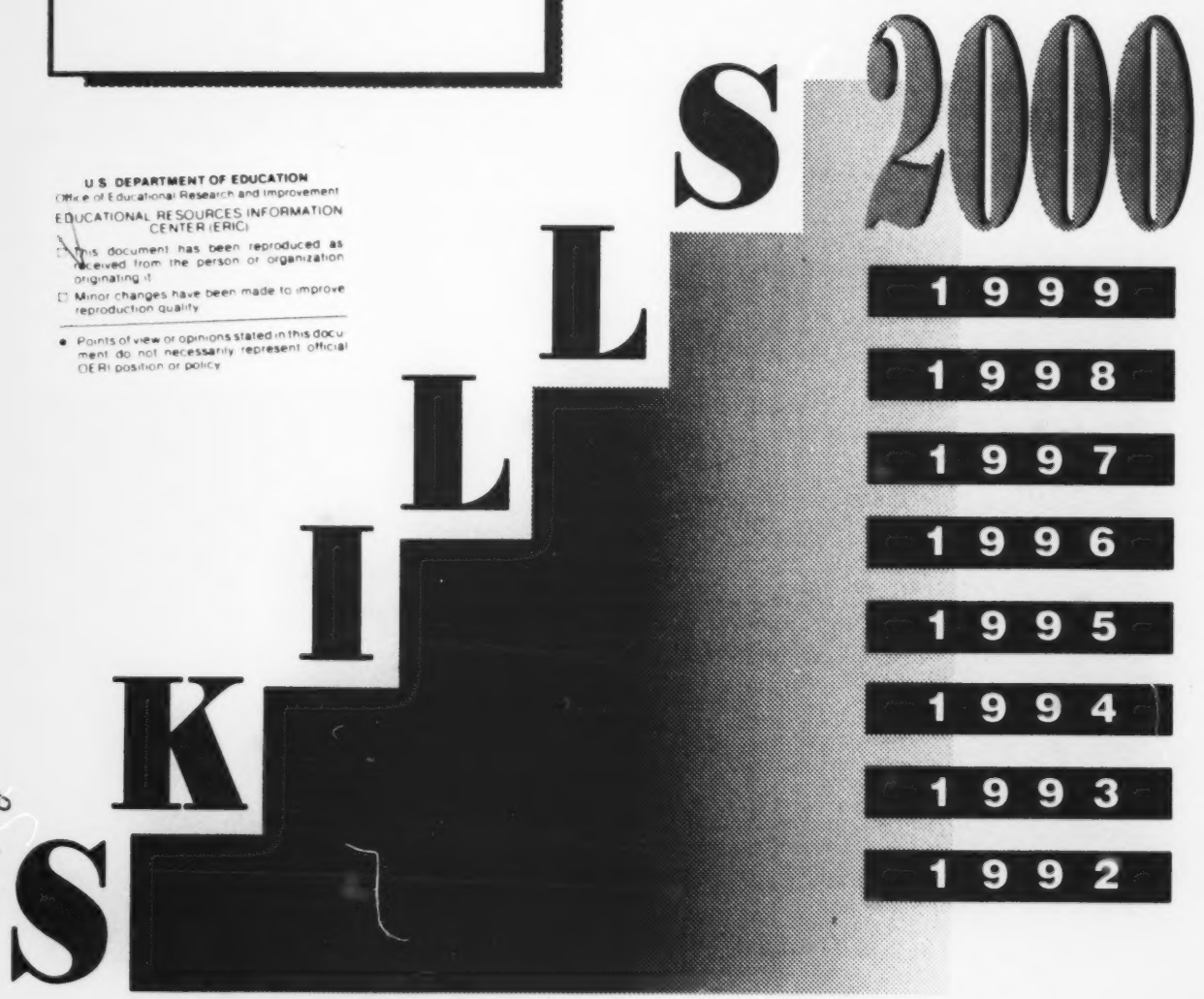

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READING LAB

Mercer County Community College
Division of Corporate and Community Programs
1200 Old Trenton Road
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Elaine S. Weinberg
Director, Workplace Skills

Prepared under a United States Department of Education
National Workplace Literacy Grant

1994

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Mercer County Community College thanks Lorna Burt, Senior Education Specialist/Curriculum Developer for creating this manual. Through her valuable contributions employees in manufacturing and service industries learned concepts relevant to their existing jobs and strategies for learning other tasks if that opportunity should arise.

READING LAB

COURSE OVERVIEW:

- Targeted Population: Non-readers through 5th grade
- Selection Process: TABE Test and individual tutor and counseling
- Group Size: Under 7
- Demographics:
  - Average Age
    Male – 5
    Female – 2
  - Race
    Caucasian
    Black
    Hispanic

STRATEGIES FOR ADULT REMEDIATION:

- Build secure, constructive working relationships with adult learners through individual tutoring
- Individual tutoring for 6 weeks
- With student approval formed small class
- Classes intensive, targeted remediation combining peer work, individuals, whole group and computer
- Begin with what the employees are familiar with, then branch to work-related material
- Build a flexible, non-censoring environment and curricula
- Allow students to work at their own pace

DIAGNOSTIC MATERIALS:

- TABE
- Nadine Rosenthal's Diagnostic Phonics and Comprehension Assessment

READING LAB

MATERIALS:

- *New Beginnings in Reading* – Bonnie Tivenon, Contemporary Press, 19??.
- *EDL Reading Strategies* – Software
- *Tales of the Odd and Unexpected* –
- *"News For You" – New Readers Press*
- Various company material

METHODS:

- Expose Learners to as many types of reading as possible
- Combine reading strategies of phonetics, sight vocabulary and decoding
- Increase amount of student writing
- Use holistic approach –
    - ◊ First teacher write material, then have students copy
    - ◊ Finally students begin to write on their own
- Flexible group structure that allows peers to work together to solve common problems or individually to learn specific skill
- Build team support system
- Incorporate the basic skills such as homophones, spelling, grammar and writing simple phrases to paragraphs
- Incorporate daily work-related information and coping strategies to encourage worker to become more self-confident on the job
- Build self-esteem and a sense of personal accomplishment by breaking complex materials into smaller segments.
- Encourage bonding through the small group environment

RESULTS:

Over two years increase in reading scores after 100+ hours of training

SELF EVALUATION

Comments made by students at the end of the class:

- I can read worksheets and understand them.
- I can read company memos and letters.
- I am able to break down big words into syllables and little words I understand.
- Once you start learning, it makes you want to learn more and it keeps you reading.
- Lots of people have noticed my progress.
- I can read my mail.
- I am no longer afraid to try to read a word.
- I don't skip over words.
- I do a better job.
- I am more self-confident. Now if I don't know, I ask for help.
- By being able to read a newspaper, I can communicate more with others.
- I'm not afraid to hold a conversation with others.
- I can do crossword puzzles.
- Being able to read helped me with math.

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- ◊ Verb tenses review

7. Writing

- ◊ Paragraphs
- ◊ Writing paragraphs

8. Pronouns

- ◊ Pronouns
- ◊ Pronoun exercises

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WORD SQUARES

Find a letter for each blank, so the square will form the same words when read either across or down.

CAR
A _ _
R _ _

TEA
E _ _
A _ _

NET
E _ _
T _ _

BUS
U _ _
S _ _

WAS
A _ _
S _ _

MAP
A _ _
P _ _

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WORD GAMES

How many words can you make from the word **READING** ?

rage
read
red
ring
rain
ride
raid
rind
ran
rag
rein

dine
dear
dean
drag
drain
die
din
den
darn
dig
dare
dire
diner

near
nag
nerd

gain
gear
gin
grain
grid
grade
gird
grind
gran
gander

age
anger
and
are
aid
aide
an
ad

ear
era
earn

in
I
idea
ire
id

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PRONUNCIATION AND SPELLING KEY

We have two types of vowels: **long** and **short.** The long sound is the vowel saying its name; the short sound is the sound it makes.

Long vowels:

A	=	day, say, hate
E	=	need, recede
I	=	I, wine, grind, sign
O	=	go, show, rode, stole
U	=	huge, usually, use, accuse

Short vowels:

A	=	hat, matter, addition
E	=	every, end, pocket
I	=	in, idiot, it, illness
O	=	hot, spot, cod, on
U	=	gun, under, until

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VOWEL SOUNDS

➔at	**ate**	**ai**
at, hat, mat cat, flat, rat main	ate, hate mate, date crate, rate, late,	wait, trait, train brain, rain, pain,
➔ap	**ape**	**ea**
cap, rap, tap sap, lap	cape, rape, tape	great, break, steak
➔ake	**ace**	**able**
cake, bake, sake, make, take, rake, lake	pace, space, face race, grace, lace	able, table, cable, fable

Dictation

1. The fat cat is on the flat mat with his mate.
2. Our fate is to wait for the train.
3. To make rate we work late at our stations.
4. The man stands by the lake in the rain.
5. It is great to work at the company.
6. Her name is Jane and her face is full of grace
7. The brake man took a break and ate a cake.

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VOWEL SOUNDS

→o

top	mop	hope	mope
hot	not	vote	note
stop	cop	close	rose
flop	crop	phone	stove
lot	pop	rope	Pope
		love	
		dove	
		move	

Dictation

1. The cop stopped the hot rod.
2. It is not a note for Tom, but for Dot.
3. The vote was close for the new Pope.
4. My pop has a lot of pots on the stove.
5. The rope is close to the phone.
6. Move the note so it is not made hot by the stove.

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VOWEL SOUNDS

→i

in	it	file	smile
fib	rib	while	mile
sit	kit		
fit	is	pine	wine
thin	until	fine	mine
		time	
fill	hill		
still	mill	side	ride
bill	will		
kill	skill	find	mind
		kind	bind
thick	pick		
sick	lick	white	kite
wish	fish	right	might
rich		sight	flight
hitch	switch		
give			

Dictation

1. The bills are in the thick files.
2. The big hill is filled with pines and vines.
3. White wine is right with fresh fish and rice.
4. Tim fibs to his sister all the time.
5. The pile of tires is outside.
6. My dog bites my leg until I give him a biscuit.

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VOWEL SOUNDS

7. In the winter he runs two miles.

8. I wish I might find a ride for tonight.

9. We smile while we participate in the Skills 2000 class.

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SPELLING RULES – VOWELS

Vowel sounds change depending on what surrounds them in the word. For example, a vowel followed by a consonant is usually a short vowel sound; a vowel followed by a consonant and another vowel is usually a long vowel sound.

SHORT **vowel**	***LONG*** **vowel**
hat	hate
pet	Pete
sit	site
not	note
us	use

When we add parts to words, sometimes we have to *double* the consonant so the sound of the vowel remains the same.

pat	patting
let	letting
hit	hitting
hop	hopping
put	putting
sum	summary

Remember: if the original word ends in "E" the vowel sound is long and you want to keep it long when you add a suffix that starts with a vowel. So drop the "E" and do not double the consonant.

tape	taped
recede	receding
bite	biting
hope	hoping
use	used

Keep the final silent "E" when adding a suffix that begins with a consonant.

hope	hopeless
late	lateness

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VOWEL COMBINATIONS

EA = usually sounds like EE
heat, meat, seat, neat, feat, read

EE vs. EA = meet / meat
feet / feat
beet / beat
week / weak
reed / read
need / knead

EA exceptions: dead, read

OU = usually sounds like OW
house, mouse, grouse, out, bout, clout, sound

NOTE: Even **OW** can change sounds:
How now brown cow?
I don't know if it will snow after the show.

OA = long O sound
boat, moat, float, goat, coat, oats

EI = usually sounds like EE
receive, deceive

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VOWEL COMBINATIONS

IE = usually sounds like EE
(remember I before E except after C)
relieve, believe

REMEMBER: the rule is "I before E, except after C" – when the sound is "EE".
relieve, believe
deceive, receive
Exceptions: foreign, neighbor, either, neither, seize, leisure, weird, sheik

---

OO = a long U sound sometimes
food, mood, cool, school

sometimes an EU combination
book, look, took, crook, wood

EE = always long E sound
need, seed, indeed

NOTE: Words that sound alike but are spelled differently also have different meanings. You must know which one to use by looking at the context and figuring out the meaning.

⇒ I will **meet** you in the **meat** department.
⇒ He was feeling **weak** all of last **week.**
⇒ They left **their** coats over **there** and now **they're** walking to get them.
⇒ We need **two** pieces of wood **to** complete the desk, and some glue **too.**

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DICTATION

Listen to the teacher for the first time and then as she reads a second time, write down what she tells you. When she reads it a third time, make corrections.

Because of the heat, the company has decided to give workers a five minute break every hour. This is a fine policy since it takes into consideration the health and safety of the workers. Although five minutes is not enough time to walk and get a soda, it is long enough to just relax.

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HOMONYMS

flee / flea
to / too / two
road / rode
there / their / they're
tow / toe
choose / chose
loose / lose
feet / feat
meat / meet
beet / beat
taught / taut
poll / pole
polish / polish
bow / bow / bough
threw / thorough
seen / scene
sleigh / slay
wait / weight
sail / sale
eight / ate
blue / blew
or / oar / ore
where / wear
lyme / lime
him / hymn
so / sew
pair / pear / pare
flew / flu
new / knew
dear / deer
tale / tail
bale / bail
hale / hail
right / write
fare / fair
knot / not
know / no
knight / night
site / sight / cite
flower / flour
train
wind / wind
wound / wound
four / for / fore
be / bee / Bea
plow / plough
see / sea
sent / scent
way / weigh
whales / Wales / wails
pain / pane
by / buy / bi / bye
hour / our
hear / here
hire / higher
time / thyme
herd / heard
hare / hair
tear / tear
use / use
bare / bear
mail / male
pail / pale
tea / tee
guys / guise

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HOMONYMS

boar / bore / Boer
one / won
rain / rein / reign
bridal / bridle
steel / steal
sure / shore
pea / pee
pore / pour / poor
ball / bawl
vein / vane / vain
vile / vial
skin / skein
dough / doe
bite / byte

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HOMONYMS

Homonyms are words that *sound* alike or nearly alike, but are *spelled differently* and have *different meanings.* Many homonyms are misused and spelled incorrectly. Test yourself: see if you can determine the meaning of the homonym from its usage. If you cannot, check a dictionary.

A
ale / ail
aloud / allowed
ant / aunt

B
bale / bail
ball / bawl
bare / bear
be / bee / Bea
beet / beat
bite / byte
blue / blew
boar / bore
bow / bough
break / brake
bred / bread
bridal / bridle
by / buy / bye / bi

C
cell / sell
choose / chose
cite / sight / site

D
dear / deer
dessert / desert
die / dye
doe / dough

J
jam / jamb

K
knight / night
knot / not
know / no

L
lead / led
lose / loose
lyme / lime

M
made / maid
male / mail
meet / meat

N
need / knead
new / knew
nun / none / non

O
one / won
or / ore / oar

P
pail / pale
pain / pane
pair / pear / pare

T
tale / tail
taught / taut
tea / tee
tear / tier
there / their / they're
threw / through
tide / tied
time / thyme
to / too / two
tow / toe
train

V
vain / vein / vane
vile / vial

W
wait / weight
way / weigh
weak / week
weather / whether
whales / Wales / wales
where / wear
which / witch
whine / wine
whose / who's

Y
you'll / Yule
your / you're

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HOMONYMS

E
eight / ate

F
fare / fair
feet / feat
flea / flee
flew / flu
flour / flower
for / four / fore

G
gate / gait
grate / great
groan / grown
guise / guys

H
hale / hail
hare / hair
hear / here
herd / heard
him / hymn
hire / higher
hour / our

I
I / eye
I'll / isle / aisle

pea / pee
peace / piece
peal / peel
peer / pier
plow / plough
polish / Polish
poll / pole
pore / poor / pour

Q
quiet / quite

R
rain / reign
raise / raze / rays
real / reel
red / read
right / write
rode / road
rote / wrote

S
sail / sale
see / sea
seem / seam
seen / scene
sent / scent
skin / skein
slay / sleigh
so / sew
some / sum
son / sun
steak / stake
steel / steal
sure / shore

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HOMONYMS

Some words are spelled exactly the same, but they have different meanings and pronunciation.

bow	After she tied the **bow**, she took a **bow.**
content	He was not **content** with the **content** of the film.
contract	It was not in his **contract** to **contract** out his work to independent builders.
desert	In Operation **Desert** Storm, no soldier was allowed to **desert** his post.
lead	Exposure to **lead** might **lead** to poisoning.
minute	It will take only a **minute** to correct the **minute** error.
row	They had a **row** about who would **row** the boat.
polish	The **Polish** man tried to **polish** up his English.
project	We **project** that the **project** will be completed in six months.
read	If you haven't **read** that chapter for homework, then you'll have to **read** it in class.
tear	She bursts into **tears** every time he **tears** up her work.
use	The manual is for your **use** at home; meanwhile, please **use** the worksheets.
wind	The **wind** is so strong that we will **wind** up closing the windows.
wound	The **wound** was so deep that he **wound** up at the hospital.

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HOMONYMS

Circle the correct word to complete the sentence.

1. I gave **two / too / to** of my pencils **two / too / to** my colleague because he was **two / too / to** tired to get up and get his own.

2. She **knew / new** that the **knew / new** player had **one / won** an award as **one / won** of the best players on the **knew / new** team.

3. After you had to **weight / wait** for the doctor to **weigh / way** you, he told you that there was no **weigh / way** for you to **loose / lose** the extra **weight / wait** without exercise.

4. Because the noise **greated / grated** on his nerves, the **break / brake** operator took his **break / brake** and had a **great / grate** rest.

5. After they stopped at the shop **by / buy / bye** the traffic light to **by / buy/ bye** a cake, they cut it into **ate / eight** and **ate / eight** the **pieces / peaces** in **piece /peace** and **quite / quiet**.

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COMPLETE SENTENCES

A **complete sentence** must have the following:

1. subject
2. verb
3. complete thought

Also, the sentence must start with a CAPITAL letter and end with a period.

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COMPLETE SENTENCES

Look at the sentences below and say whether they are **complete** sentences. If they are not, make them complete.

1. The company is closed for the holiday.

2. Hoping to return.

3. the machine, a large and noisy collator.

4. In the cafeteria, there are new tables

5. Have to be cleaned everyday.

6. When I returned to work after my operation.

7. Even though he forgot to keep track of his hours.

8. Before I came to work here, I worked in many different jobs.

9. For example, machine operator, fast-food worker, and checkout clerk.

10. However, like this job best.

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SPELLING RULES – WHEN WORDS END IN "Y"

When a word ends in "y" and the "y" comes after a consonant, you have to change the "y" to "i" when you add more to the word.

- When you make a singular word plural

enemy	enemies
grocery	groceries
library	libraries

- When you add "s" or "ed" to a verb

try	tries	tried
carry	carries	carried
marry	marries	married
study	studies	studied

- When you add other parts to the ends of words

lonely	loneliness
marry	marriage
beauty	beautiful

- However when you add "**ing**" you keep the "y"

try	trying
study	studying
dry	drying

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SPELLING RULES – WHEN WORDS END IN "Y"

Remember if the "y" comes after **a vowel** you keep the "y" when you add anything to the word.

♦ When making nouns plural

monkey	monkeys
holiday	holidays
display	displays

♦ When adding "s" or "ed" to verbs

employ	employs	employed
enjoy	enjoys	enjoyed
stay	stays	stayed

♦ When you add other parts to the ends of words

play	playful
employ	employment
pay	payment

Exceptions:

day	daily
pay	paid
lay	laid

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WHEN WORDS END IN "Y" – EXERCISES

Complete these sentences using the words in parentheses. Make sure you spell them correctly!

1. She said that she liked her children at this age, but she (enjoy) _____ them more when they were (baby) _____.

2. The (secretary) _____ said that they (try) _____ to learn to use the computer, but they found it very difficult.

3. (Lonely) _____ is not a good reason for (marry) _____.

4. In order to learn more about birds, she (study) _____ out of some books she found in both her local and the college (library) _____.

5. I hope that (employ) _____ (stay) _____ at the same level it is now, or that it gets better and more people find jobs.

6. Do you get (pay) _____ weekly or (day) _____?

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WHEN TO DOUBLE THE CONSONANT

Fill in the missing word, making sure you spell it correctly.

1. The dog I had when I was a child always _____ his tail when I came back from school.

2. Stop _____ at me whenever I pronounce your name incorrectly.

3. Our softball team was the _____ team in this season's summer league.

4. She _____ forty cigarettes a day before she gave up last March.

5. I am _____ you will be able to come to my party on Saturday night.

6. He _____ the live wires together with insulation tape.

7. I like receiving letters, but I don't like _____ them.

8. My mother _____ for me when I was a child, and now I care for my children in the same way.

9. The machine operator is _____ parts from sheet metal.

10. She was _____ her lunch break when the fire alarm sounded.

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SPELLING RULES

1. **i** before **e**, except after **c**, if the sound of the 2 letters combined is "**ee**":

   mischief receive

   i before **e** if the sound of the 2 letters combined is "**ee**". If not, the pattern is reversed :

   foreign

Exceptions either, neither
seize leisure
weird sheik

2. If a word ends in "**y**" and the "**y**" comes after a **consonant**, change the **y** to **i** before adding more to the word:

enemy	enemies	
secretary	secretaries	
try	tries	tried
study	studies	studied
lonely	loneliness	

But when you add "**ing**" you keep the "**y**":

try	trying
study	studying

If the "**y**" comes after a **vowel**, you do not change it to "**i**":

holiday	holidays	
display	displays	displayed
employ	employment	
pay	payment	

Exceptions:	day	daily
	pay	paid
	lay	laid

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SPELLING RULES

3. Drop the final silent **e** when adding an ending that begins with a **vowel**:

accuse	accusing
dispute	disputing

Keep the final silent **e** when adding an ending that begins with a **consonant**:

hope	hopeless
spite	spiteful

Exceptions:

judgment	courageous	
dyeing	argument	truly

4. **Double** the final consonant, when adding an ending, when the vowel sound says its sound:

sum	summary
trim	trimming
program	programming

Usually, in words of more than one syllable, when the accent is on the **1st** syllable, **do not double** the consonant:

layer	layering
offer	offered
cancel	canceled

Usually, in words of more than one syllable, when the accent is on the **2nd** syllable, **double** the consonant:

occur	occurring
refer	referred
prefer	preferred
remit	remittance
omit	omitted

Do not double the final consonant, when adding an ending when the vowel sound says its own name:

time	timing
rage	raging
cope	coping

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REGULAR VERBS – PRESENT TENSE

Example: **to come**

Singular (1 person)	**Plural** (more than 1 person)
I come	**we come**
you come	**you come**
he comes	**they come**
she comes	**they come**
it comes	**they come**

Note: he, she and it need to add an s to the end of the verb.

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SUBJECTS AND VERBS

- ***Verbs*** are <u>action</u> words. In a complete sentence, you need a subject who **does** the action. Look at these examples and consider a) what is the <u>action</u> and b) **who** (or what) is doing the action.

  The assembler works on the line.
  Some people have a lot of money.
  Our teacher drives a red car.
  The supervisor was pleased with production this week.
  The plant will be closed on the 5th of July.
  The machine has broken down three times this week.

- ***Subjects*** **can be singular or plural:** For example, "the assembler" in the first sentence is a singular subject; "people" in the second sentence is a plural subject.

  Notice the difference between the verbs (present tense):

  The assembler comes to work on time.
  The assemblers come to work on time.

  The first subject is singular, yet its verb ends with an "s" – that means that the verb is singular. This is the opposite for making nouns plural. The singular HE/SHE/IT is the only form that takes the "S" in the present tense.

  The second subject is plural, and the verb does not take an "S".

  Make sure that singular nouns have singular verbs, and plural nouns have plural verbs.

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PLURAL FORMS OF NOUNS

◊ To make most nouns plural, add **-s.**
- chairs, tables, dogs, cats

◊ Add **-es** to nouns ending in **-sh, -ch,** -ss, and -x.
- dishes, matches, dresses, boxes

◊ If a noun ends in a **consonant** + **-y,** change the **y** to **i** and add **-es.**
- ladies, babies, secretaries

◊ If a noun ends in **-fe** or **-f,** change the ending to **-ves.**
- knives, shelves, wives, halves (Except: beliefs, chiefs, roofs, cuffs)

◊ Some nouns that end in **-o** just take **-s** in the plural.
- zoos, radios, studios, photos, pianos, autos, solos

◊ Some nouns that end in **-o** take **-es** in the plural.
- potatoes, tomatoes, echoes, heroes, mosquitoes

◊ Some can take either **-s** or **-es.**
- zeroes/zeros, volcanoes/volcanos, tornadoes/tornados

◊ Some nouns have **irregular** plural forms.
- children, men, women, people, feet, teeth, mice, geese

◊ Some plurals are the same as the singular.
- deer, fish, sheep, species, offspring

Plurals that come from Latin and Greek.

bacterium –	bacteria	basis – bases
cactus – cacti	crisis – crises	criterion – criteria
hypothesis – hypotheses		phenomenon –phenomena

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PLURAL FORMS OF NOUNS

Singular nouns that end in s

athletics
economics. mathematics, physics
news
politics
the United States

Nouns that are always plural

clothes
glasses
jeans, pants, shorts, slacks, trousers
scissors
police

Collective nouns are singular when they refer to a group acting as one

audience	band	class
club	collection	committee
crowd	faculty	family
group	jury	orchestra
public	staff	team

Write sentences using 2 singular, 2 plural and 2 collective nouns. Make sure your verbs agree with your subjects

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IRREGULAR VERBS

PRESENT	PAST	PAST PARTICIPLE
am, be	was	been
bear	bore	born, borne
beat	beat	beat, beaten
become	became	become
begin	began	begun
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
creep	crept	crept
cry	cried	cried
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
dive	dived, dove	dived
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
dry	dried	dried
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown

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IRREGULAR VERBS

PRESENT	PAST	PAST PARTICIPLE
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
fry	fried	fried
get	got	got, gotten
give	gave	given
go	went	gone
grow	grew	grown
hang (person)	hanged	hanged
hang (thing)	hung	hung
has, have	had	had
hear	heard	heard
hide	hid	hidden
hurt	hurt	hurt
know	knew	known
lay	laid	laid
lead	led	led
lie	lay	lain
lie	lied	lied
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
see	saw	seen
shake	shook	shaken
shine (polish)	shined	shined
shine (light)	shone	shone
show	showed	shown
shrink	shrank	shrunk

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IRREGULAR VERBS

PRESENT	PAST	PAST PARTICIPLE
sing	sang	sung
sink	sank	sunk
sit	sat	sat
slay	slew	slain
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
sting	stung	stung
swear	swore	sworn
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
try	tried	tried
wake	woke, waked	woken, waked
wear	wore	worn
win	won	won
write	wrote	written

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EXPRESSIONS OF TIME

Look out for expressions of time to give you clues about what verb tenses to use.

PAST

- A long time ago
- A few years ago
- Several years ago
- A couple of years ago
- Last year
- A few months/weeks ago
- The other week
- The other day
- A few days ago
- Yesterday
- Last night

NOW

- Always
- Every day
- Usually
- Sometimes
- Often
- Generally
- Today

FUTURE

- In the morning
- Tomorrow
- The day after tomorrow
- In a couple of days
- Next week
- In a few days time
- Next month
- Next year
- Soon
- Later
- Eventually

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VERB TENSES

Write the correct form of the verb in the sentences below. Remember to clue in to the Time Expressions.

1. I _____ to Florida for my vacation last year.
2. I _____ to work every day in my Nissan Sentra.
3. When she leaves the company at the end of the month, they _____a party for her.
4. My husband _____ our wedding anniversary every year.
5. When I met Jack last year, we _____ friends immediately.
6. Don't talk to me while I _____ _____ my book.
7. My parents _____ me to treat people with respect.
8. When I leave here this afternoon, I _____ my son to a baseball game.
9. The new supervisor _____ hands with everyone when he met them yesterday.
10. He _____ them that he was looking forward to working with them.
11. They _____ in the cafeteria every day, even though they _____ the food.

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VERB TENSES

Write the correct form of the verb in the sentences below. Remember to clue in to the Time Expressions.

1. I usually _____ to work at about 7:00 a.m.

2. Lillie _____ on second shift from next week.

3. I _____ of changing my job.

4. I look as though I have been crying, because I _____ onions.

5. We _____ to the movies at 7:00 p.m. tonight.

6. I hope the weather _____ for the July 4 weekend.

7. The doctor _____ me that I _____ to wear glasses.

8. Last winter the pond at the bottom of our road _____.

9. He _____ the air conditioner on last night because the temperature _____ 95.

10. We _____ this worksheet during our next class.

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VERBS

Write the correct form of the verb in the sentences below.

1. I _____ to Florida for my vacation last year.

2. The new supervisor _____ hands with everyone when he met them yesterday.

3. My parents _____ me to treat people with respect.

4. When I met Jack last year, we _____ good friends.

5. So far this month the secretary _____ memos.

6. The doctor _____ me that I _____ to wear glasses.

7. _____ you ever _____ in the cafeteria?

8. He _____ pizza for everyone on Friday because made rate during the week.

9. When I first started working here, I _____ where the fire extinguishers were.

10. If I _____ the alarm, I would have left the building.

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VERB TENSE REVIEW

Write the correct *tense* for the verb to complete the paragraph. Look for time words and expressions!

Example:

TO COME

He usually comes to work at 8:00. Yesterday he came to work late.

This week he has come to work late only once.

Next week, he will come to work on time everyday!

1. **TO BREAK**

His air gun usually _____ at least once a week. Last week his gun _____ on Tuesday. So far this month, his gun _____ three times. I think that his gun _____ next week too!

2. **TO BRING**

I always _____ my own lunch to work. Yesterday I _____ a salami sandwich. This month I _____ a lot of different types of sandwiches. Tomorrow I think I _____ a chicken salad sandwich.

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VERB TENSE REVIEW

3. **TO WRITE**

The supervisor _____ the schedule every day.

Yesterday she _____ the schedule in the morning.

This month she _____ more than 20 schedules.

Next month she _____ a new group of schedules.

4. **TO FALL**

Sometimes the units _____ off the belts. Yesterday,

three units _____ on the floor. This week, only

those three units _____ on the floor. Next week,

maybe a few more _____ off the belts.

5. **TO FEEL**

My co-worker _____ sick today. Yesterday he

_____ okay. This month he _____

sick only twice. He _____ better tomorrow!

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VERB TENSE REVIEW

Write the correct *tense* for the verb to complete the paragraph. Look for **time** words and expressions!

Example:

TO COME

He usually comes to work at 8:00. Yesterday he came to work late.

This week he has come to work late only once.

Next week, he will come to work on time everyday!

1. **TO KEEP**

We always _____ our notes in our binders. In our last class,

we _____ our notes in our binders. In the future, we

_____ our notes forever! So far this month, we

_____ a lot of notes from Lorna.

2. **TO TAKE**

The inspector _____ units from the lines every day.

This morning she _____ three units from the line.

So far this week she _____ many units. Next week,

do you think that she _____ more units?

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VERB TENSE REVIEW

3. **TO SPEAK**

They often _____ to their foreman. Yesterday they _____ to their foreman about the schedule. So far this year, they _____ to him several times about the schedule. Tomorrow, they _____ to the manager instead.

4. **TO BUY**

The company usually _____ American tools, but last month they _____ Japanese tools. This year they _____ many tool replacements. Next year, they _____ a whole new set of standardized tools.

5. **TO PUT**

He _____ the envelopes on the unit doors. Yesterday he _____ more than 120 envelopes in the units. So far this afternoon he _____ only 35 envelopes in the units. Tomorrow, he _____ any in the units because he will be working in the coil area.

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VERB TENSE REVIEW

6. **TO THINK**

Sometimes I _____ about moving out of NJ. For example, last night I _____ about moving to Alaska. So far this month, I _____ about leaving NJ nearly every night. If I am lucky,I _____ about moving to Maine, next year.

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PARAGRAPHS

A **paragraph** has several parts:

☐ **INTRODUCTION**

This is the first sentence of the paragraph. It tells you what the paragraph will be about (subject) and the author's point (main idea).

☐ **BODY**

This is made up of the middle sentences of the paragraph. It is the support that the author gives for his main idea. The support can take many forms: examples, a process, a story, or a definition.

☐ **CONCLUSION**

This is the last sentence of the paragraph. It can be a restatement of the introduction, or it can be a comment on the main idea.

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WRITING PARAGRAPHS

Write a paragraph for two of the following topics.

1. my best vacation

2. my hobby

3. my children

4. my pet

5. my dream home

Be sure to include an **introduction**, **good support**, and a **conclusion.**

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PRONOUNS

A pronoun replaces a noun and makes a sentences easier to read:

A pronoun replaces a noun and makes sentences easier to read:

- **Without pronouns:**
  Frank took Frank's car out of Franks garage and then Frank took Frank's car to the mechanic.

- **With pronouns:**
  Frank took his car out of his garage and then he took it to the mechanic.

Subject Pronouns

I	we
you	you (plural)
he, she, it	they

- I am working until 10:00 p.m. today.
- He has to change insurance companies.
- They have written several memos to their boss.

Object Pronouns

me	us
you	you (plural)
him, her, it	them

- He gave me the good news about the new account.
- When did you tell her about the report?
- I told her about it last month.

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PRONOUNS

Personal Pronouns (to show **possession** or that something belongs to someone)

my/mine	our/ours
your/yours	your/yours
his, her/hers, its	their/theirs

NOTE: personal pronouns that replace the noun completely do not take an apostrophe before the s.

- That is their book. > That is *theirs.* (not their's)

These words are also pronouns:
everyone, anyone, someone, no one, everybody, somebody, nobody, everything, something, nothing, neither, either

NOTE: These pronouns are always singular (one person) and so you have to match them with a singular verb!

- Neither George nor Anna HAS a stamp.
- Everyone HAS time to eat lunch.
- Someone is making fresh coffee.

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PRONOUNS

Pronoun Agreement

When you use on of these pronouns, make sure that the possessive pronoun matches.

Everyone has the right to speak their minds. (Wrong!)
(singular) (singular verb) (plural)

Everyone has the right to speak **his/her** mind. (Right!)
(singular) (singular verb) (singular)

NOTE: EACH and EVERY are also singular.

Every child should trust their parents. (Wrong!)
(singular) (plural)

Every child should trust **his/her** parents. (Right!)

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CONFUSING PRONOUNS

Sometimes a sentence has two subjects or objects so that the pronoun is unclear. Look at this sentence and figure out what is going on:

- Bill asked Ted if he could go to the meeting, and he said no, so he didn't go.

Because there are two male subjects (Bill and Ted) and the pronoun **HE**, the reference is unclear. Who wanted to go to the meeting? Who didn't go? One way to clear up this problem is by using real speech with quotation marks:

- Bill asked Ted, "Can you go to the meeting?" Bill said no, so **he** didn't go.

Example:

After Steve picked up the garbage and took out his lunch, he ate **it**.

The **IT** is unclear! What did he eat? The garbage? To clarify the idea:

Steve ate his lunch after he took **it** out and picked up the garbage.

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PRONOUNS – EXERCISES

Fix the agreement problem in these sentences.

1. Every student in this class has their red notebooks with them.

2. Paula put the potatoes on the counter, greeted the children, and then beat them.

3. No one took time to finish their time cards, so they weren't sent to personnel.

4. Everytime we try to write a memo and use a computer, it doesn't work.

5. When I saw Sarah standing next to Irene, I asked her if she had met her before.

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